

Meeting conducted by: Ike Spencer
Minutes taken by: Amanda Charlesworth

April 26, 2012 CMAC Minutes

Meeting started at 12:09 p.m.

Attendance Record: Jean Tokuda Irwin, Jeanette Misaka, Freddie Cooper, Sharon Ross, Ike Spencer, Analis Carattini-Ruiz, Debbie Corsino-Moore, Eugenia Groves, Sweeny Windchief, Charlene Lui, 'Afa Palu, Kim Burningham, Martell Menlove, Richard Gomez, Jennifer Slade, Amanda Charlesworth, Linda Oda, Chuck Foster, Rita Brock, Jeff Ojeda, Lillian Tsosie-Jensen

Excused: Aida Santos-Mattingley, Hector Mendiola, Sharee Tso, Soulee L.K.O. Stroud

Cultural Reverence – Analis Carattini-Ruiz

- Brought a short video of the trajectory of the people from the island of Puerto Rico.
- They are starting to identify more with the indigenous people of the island.
- They are not recognized as a federal tribe of the US even though the land is a territory of the US.
- Up to 61% do have indigenous blood.
- They are starting to learn the native culture again and to identify themselves with the indigenous people.
- She brought an article of a short story of a person going through this process. Please read this handout when you have the time.

Comprehensive Counseling & Guidance Summer Conference Information – Lillian Tsosie-Jensen, Educational Specialist K-16 Comprehensive Counseling & Guidance

- Would like to share some information on a few items. If you would like her to come back and present she would be happy to do so. She misses the experience of being on CMAC. It is nice to be in the circle that becomes a square when you put in a building.
 - Summer Conference for Comprehensive Counseling and Guidance is coming up June 13 and 14, 2012. She is sorry she did not ask to present previously but she has been busy traveling.
 - Handouts for Summer Conference: Bio to keynote speaker. Theme: Believe it and Achieve it, making every student college and career ready. The keynote's approach is that of Equity and Education for all students to be college and career ready.
 - Second handout is a registration form for the Summer Conference. The cost is \$40, however, **if you just want to come hear the keynote please email Lillian and she will allow you to participate for free.** However, if you want to stay for the meal please register.
 - In Pat Martin's office, at College Board, there is a person named Jennifer Dunn who has done research on male students of color. You can go online to the College Board website and actually hear the students' voices.
 - If we do not step up to help the young men of color they will end up in prison or dead.
 - They are going to provide resources.
 - The first is Destination Equity. In this edition Hema Kato has an article in this first population.
 - I believe you will enjoy the artwork in this publication as well.
 - Again, if you would like her to come back and share more information on these resources, she would be happy to do so.
 - There are student workbooks, policies, etc. online.
- **Ike Spencer** – At the CTE conference, is there going to be major emphasis on this subject?
- **Lillian Tsosie-Jensen** – We are addressing the equity piece so that we are getting all students to help them prepare and be college ready.

- **Ike Spencer** – The males of color situation is not getting better; it's getting worse. He sits on two scholarship committees and it's to the point men aren't even applying anymore. That is why he is wondering if there will be major emphasis on the males of color.
- **Lillian Tsosie-Jensen** – It is really interesting because College Board doesn't allow repeat performances. It took a lot of work to get Pat out here and she is still working on getting Jennifer Dunn to come out and do some things. If you would like a joint effort she would welcome that.
 - The conference is at Wasatch High in Heber City.
- **Charlene Lui** – The article is full of information. If we did a book study or something on it so it could be more widespread, that would prevent it from sitting on shelves.
- **Lillian Tsosie-Jensen** – If you dig into the research piece that is exactly what they are saying. The issues that these students are facing are similar to what she faced in the schools as a counselor.
 - Some of the issues are that these students may have to become a provider for the family in addition to being a student.
 - They face the whole identity piece. As a young person they have a whole level of identity to pull away from the family and develop. For students of color there is one more level to it. So, that's exactly what you are talking about, Ike. Some of them give up because of the barriers they have to face.
 - The hope is that College Board can help bring this issue forward.
- **Ike Spencer** – Speaking for his school, his Latino, African American, and African Refugee male students feel they do not have the family rules to come to school. They are to the point that they are dumfounded trying to find a way to make these males come to school and participate.
 - Maybe he is asking for the whole collective group. What kind of resources do we have so that we don't have to wait another year to service these students? This is getting really sad.
- **Charlene Lui** – Does College Board come in if we were to hire them?
- **Lillian Tsosie-Jensen** – They do. The issue with Jennifer Dunn, this time, was more a scheduling issue. As far as a working relationship, it has been established; she just doesn't know what it looks like. Her plate is full which is why she is offering collaboration but she needs some help to do this.
- **Ike Spencer** – Does anyone know of other people in this area? He is looking for the service, not the person. Are there any other people who are resources? Do we have any local LEAs doing well with these students?
- **Richard Gomez** – Dr. Mendiola's program in Logan is a perfect example. He feels there are some cultural things going on with the counselors, too. In his opinion it should not be an option, but rather a requirement, to be informed on all groups of students. When conferences come about he's not sure how to address educators, including counselors who don't sign up to participate in the workshops to become more proactive on these equity topics.
- **Lillian Tsosie-Jensen** – It is always a choice; you choose from the program what breakouts you attend. The theme is all students college and career ready. She has tried to add cultural overtones without it being in their face. She is trying to use the data to show the populations that are not graduating, that are dropping out and need remediation. True, all schools are different so some schools may have a different focus. They try to go to breakout sessions relating to issues that affect their school.
- **Sweeney Windchief** – A lot of the professionals we deal with in Utah are really isolated. They don't have a lot of experience of what is going on in other communities. College Board does have institutes for specific groups. He feels it is important for people in our own communities to present this information. It holds College Board accountable, it spreads the word, and thirdly you find strong allies attending and presenting at this conference.
 - One of the best experiences he's had attending the College Board conference is learning about what is happening on the very edge. There are issues going on in the Arizona schools that affect us.
 - Utah has the fastest changing demographic in the country.
 - Let's look at the other states to see what has worked, what hasn't, and make some engaged and thoughtful decisions as we move forward.
 - Those are the kinds of conversations that come up in College Board sessions.
 - They have a strong effort but it may not focus on race issues.
- **Debbie Corsino-Moore** – Is there anything going on between now and next year where we are showcasing the things that are working?

- Like the U of U partnership and Hector's program where you are working with the families and the students.
 - They are seeing a huge difference in the programs that involve the families and the culture.
 - If we can't get both, then the suggestion is to hold some workshops between now and then on how to communicate. There is a complete change in culture and process. But even without domestic groups, we can try to get the educators to see it through their eyes.
- **Charlene Lui** – We offer a lot of good conferences, but we need to look at each individual student too. Go through that as an individual. Just because a student is a certain background or culture doesn't mean a certain approach will work. What works for each individual student? What interventions are going to work for each student on an individual basis? What is the behavior piece, what is the cultural piece?
 - **Linda Oda** – As far as refugees you really need to look toward the Utah Refugee Office. They are seeing too many young refugee men die in circumstances that could be preventable if, in fact, we had solutions in place. He called together local and national individuals to take action on this issue. Their website is a great resource (<http://refugee.utah.gov/home/index.html>).
- **Richard Gomez** – Lillian is only one person at USOE and one of the few ethnic minorities at USOE. How can CMAC be supportive of her work and other programs that are something CMAC can support publically? Then you would know what support is going on.
- **Ike Spencer** – Thank you, Lillian
- **Lillian Tsosie-Jensen** – Please return the hardcopy to Amanda so that she can get it back to me. Thank you CMAC for your support.

Item #1 –Approval of March 22, 2012 Minutes – Ike Spencer

- **1st – Jean Tokuda Irwin**
- **2nd – Debbie Corsino-Moore**
- **Passed**

Item #2 – Legislative Update – Martell Menlove

- He apologizes that it's been so long since he was able to attend. The legislative season requires certain responsibilities each year.
- One of his jobs at USOE is to put together a summary of what happens each year in the Utah legislature.
 - There were 66 bills that affected education.
- This is a condensed version of his 6" binder.
- Review of handout.
 - It is an interesting mix of successes and non-successes this year.
 - There are 117 million NEW dollars.
 - The weighted pupil unit is funded for growth, which has not been done for multiple years. We know that is going to take LEAs more to fund, but LEAs will continue to cut programs because in real dollars, the funding was cut.
 - He lives in Northern Utah and he subscribes to the Standard Examiner. He read an article last week about a program in Ogden SD that they are cutting a program because we continue to put LEAs in a position where the LEAs will continue to struggle.
 - Most of the Board's budget priorities were addressed; however, the request to restore the funding was unsuccessful. He believes it is important to push the Board to make that a high priority for the next legislative session.
 - We need to take a position in June as to what funding issues CMAC has a position on.
- **Charlene Lui** – We have to say thank you to the State Board though, because it was one of their high priorities.
- **Martell Menlove** – Good news is that we didn't lose money. But we need to address that funding loss.
 - We saw bills funded that we typically do not see funded.

- What happened? It appears that when they decided how much money they had, it was divided between the parties. So all of a sudden several bills that initially didn't have traction were suddenly funded. So there were things that happened with funding this year that were interesting.
 - Charter schools did very well again, as they have the last couple of years. They lost federal dollars and we anticipate losing additional federal dollars which makes some of the legislators happy as they don't want Utah to accept federal funding.
- He will respond if there are items you want to look at today.
- Please review the summary. It was an interesting season.
 - Performance based pay for administrators as of 2013 was passed.
 - We anticipate that next year that may be extended to teachers.
- Page 36, you have a listing of all the bills that did not pass. There were over 140 bills that dealt with education.
- The last thing is a compilation from the master study list. As the legislature moves forward, they make a list of what they will need to talk about next year. There is a list of what is assumed they will talk about next year.
- The #1 thing on the list could be #1 on all of our lists.
- Questions? He would be glad to respond.
- **Chuck Foster** – In recapturing the \$8 million, is there anticipation for justification to recapture that money?
- **Martell Menlove** – One of the things that happened, CMAC did a great job of going to the Board and demonstrating why that money was needed. Those of us who work directly with the legislature need to make sure they get that information as well. When he talks to them they say he is biased, so when you talk to your senator or your representative it has a much greater impact than if he has the conversation. Changing the mind of someone or causing a representative to change their priorities is most likely to happen when you contact them vs. when he does. Those individual contacts are critical.
- **Jean Tokuda Irwin** – Two questions about the article that appeared in the paper recently. One was about a female MESA student. Does it help if we actually send the articles to our representatives? She is curious if our group, here, has done anything to move this further. Is that effective?
- **Martell Menlove** – Here is what we know. Since the session has ended, two senators have responded to an email that someone had sent to them in August of last year. Those people get 100's of emails and dozens of pieces of mail daily. If there is a handwritten note it is something they will address. However, if it is anonymous, they will miss it. Mass media is wonderful but if there is something personal there, it is more effective.
 - Send it from your personal address vs. a business for even more of a personal touch.
- **Charlene Lui** – We have been working with the democratic caucus. She had Senator Robles's information and called her on the floor this year to give her information. It is the real personal contacts. We can do all the presentations we want to. We need to get ourselves invited to the smaller caucus meetings, etc.
 - There is still an opportunity for the State Board to go back and rewrite the MESA rule regardless of funding. How do we go about doing that?
- **Martell Menlove** – the data shared was helpful. The battle you're fighting is that local superintendents are saying they want the lump sum to decide how to spend the money. The Board is giving greater importance to what the local school boards and the local superintendents are saying/.
- **Charlene Lui** – Then how do we get the Board the information? Should we ask to present to the superintendents?
- **Martell Menlove** – The decision there is based on what he is telling you. It would be great to get onto that agenda.
 - There were seven programs that totaled \$34 million. The 2011 session combined all those programs into one program and then cut it by \$8 million overall.
 - You have great opportunity to have impact on the Board as there are nine up for re-election.
- **Richard Gomez** – The history behind the funding of MESA is not promoted that much by the Board. It supported the industry that was initially seeking funding for the MESA program. It would seem the industry who supported MESA still has a powerful voice with the representatives. If you want to really be effective, collaboratively you

work with those individuals who have the clout to get that funding restored. Does the Board or State Office have any reservation to having CMAC work with those groups?

- **Martell Menlove** – Does not believe there is any concern with that. Part of the reason some of the democratic bills were funded this session, was the way the legislature handled the remaining funding in the closing hours of this year's session. Had we anticipated that was going to happen maybe Senator Robles would have had a bill there to get some of the funding back. Charlene's comment about working with small groups is even more important than it has been in the past. So if there had been a bill for MESA, it could have been funded. However, next year you may see every democrat carrying smaller bills in the hope they will get funded.
- **Ike Spencer** – Thank you, Martell. I advise you to take some time and go through this book.
- **Martell Menlove** – You are welcome to call or email if you have questions.

Item #3 – Immigration and Migration Commission: Timeline and Summary Points – Richard Gomez

- The dialogue on immigration has started to heat up again. The yellow handout was presented to the Gov.'s Commission on Immigration and Migration which he was appointed to sit on for USOE.
 - One of the first tasks assigned to him by the Commission was to come up with the history and cost of educating undocumented students.
 - He pulled the information from the OCR guidance: Dear Colleague Letter and the Joint Dear Colleague Letter.
 - At the bottom we added a disclaimer about the refugee and homeless students and the McKinney-Vento legislation.
 - (Make it blue!)
 - This outlines what school districts can and can't do.
 - This is an information item. Are there any questions?
- **Eugenia Groves** – It's sent or going to be sent?
- **Richard Gomez** – Will be sent.
- **Eugenia Groves** – Some of the LEAs may have already done kindergarten and new student registration.
- **Richard Gomez** – This took affect when the guidance came out back in 2010 when OCR sent it.
- **Charlene Lui** – This is a reminder, if you're not following this you need to stop what you are doing.
- **Eugenia Groves** – Seems that this should be in every school.
- **Richard Gomez** – All we can do is send it to LEAs.
- **Jean Tokuda Irwin** – Can we get this into the hands of the parents? The First Lady is having a conference coming up; there are some other conferences coming up where Janet Canyon, from SLCSD, and others are presenting to the parents. It's one thing for the LEAs to have it but, in some ways, the parents need this information more.
- **Eugenia Groves** – What about the Latinos in Action group?
- **Martell Menlove** – Give him 40 copies before May 11th. He will put it on the Superintendent's meeting agenda and personally hand it to them.
- **Jean Tokuda Irwin** - Can we also make sure this gets into the hands of the Utah PTA? It needs to go further than the PTA; she is more concerned about getting this into the hands of the parents who need it.
- **Richard Gomez** – This letter is a reminder of the original information. It is not new. it is a reminder.
 - Martell and Kim, this is really a summary of a public document, so it can be distributed widely.
- **Analís Carattini-Ruiz** – Perhaps we could turn this into a brochure and have it looked at it before it's disseminated?
- **Richard Gomez** – LEAs can disseminate it however they want. LEAs can translate it to meet their district needs.
- **Charlene Lui** – Before we send this out we need to have one office look at it to ensure it's all the same.
- **Richard Gomez** – We can do a template and translation, and send it out.
- **Charlene Lui** – Will we get the electronic file?
- **Martell Menlove** – You can go on the website at the bottom of the handout.
- **Richard Gomez** – The summary was done as a courtesy by the USOE for LEAs.
- **Charlene Lui** – Is that posted on the website?

- **Richard Gomez** – It will be added, as soon as possible now that we have CMAC’s input. We will get it translated and send it out electronically.
- **Jean Tokuda Irwin** – The refugee services would want this information.
- **Charlene Lui** – The refugees have case workers, etc., which gives them assistance and help to transfer.
 - We can still share with whom we like.
- **Ike Spencer** – Send it to anyone and everyone you feel needs the information.

Continued: Item #2 – Legislative Update – Martell Menlove

- **Ike Spencer** - Back to Martell – Selection of representative.
- **Martell Menlove** - A request came through administration to have someone sit on the Utah Multicultural Commission. They chose someone they felt would be able to represent the agency. When the name was suggested, the Commission said you don’t understand we want someone from the administration. Brenda Hales has been selected because most of the programs flow through Brenda’s office. The Commission was the guiding factor in who was selected. She will have direct contact with the specialists and coordinators at USOE who deal with those programs.
- **Richard Gomez** – Will a representative from the Commission’s Education Sub-committee sit on CMAC as suggested at last month’s CMAC meeting?
- **Martell Menlove** – Do we need to invite those individuals to be an ad-hoc CMAC member?
- **Charlene Lui** – Dr. Geo Jala used to sit on the committee to represent the refugee community. Brenda Hales will be great on the commission. Brenda has so many things to think about, but some of us (CMAC members) may be more focused for the Commission Education Sub-committee.
- **Martell Menlove** – Who makes that choice?
- **Charlene Lui** – The Commission.
- **Richard Gomez** – At the last meeting Bev Uipi indicated that she would go back to the commission and ask for a representative or permission to be the CMAC representative.
 - Send Martell Bev’s contact information.

Item #4 – Standing Agenda Item

- **Ike Spencer** – Are we supposed to make arrangements with Elizabeth to attend?
- **Richard Gomez** – Yes.
- **Charlene Lui** – She was able to do a radio interview recently. She needs to contact Liz on that topic. The bullying screening was done recently. It would be nice to get that information on that media.
- **Richard Gomez** – Yes, you may want to invite Elizabeth back, but she won’t request to be on the agenda unless CMAC asks or she has something that she feels important for direct CMAC contact.
- **Ike Spencer** – His concern is that we don’t know what is going to happen at each CMAC meeting.
- **Martell Menlove** – Would you like her here on a regular basis? I will talk to her and extend to her a standing invitation.
- **Ike Spencer** – He would like her here to keep our voice out there.
- **Jean Tokuda Irwin** – It would be nice if she has a link to the article about the MESA information that came out recently.
- **Charlene Lui** – What is the protocol? Is there a gateway?
- **Martell Menlove** – You are welcome to contact her directly and share articles with her, radio interviews, etc., to move to the USOE social media.
- **Ike Spencer** – On that note, how many of you know your representatives?
 - His concern is that he knows where his representative is, but should we be extending an invite to others to come to one of these meetings? What is the best route to go?
- **Martell Menlove** – Mark Peterson could help identify each CMAC member’s representative.
- **Kim Burningham** – If you each had a personal contact there would be 20 personal contacts! You can do it with the one you are represented by or know. It could make a world of difference.
- **Martell Menlove** – How many of you would like a copy of the College Board book?

- **All** –Yes, please.
- **Martell Menlove** – I will pay for a copy for all of CMAC.

Item #5 – Chair Report – Ike Spencer

- **Ike Spencer** – He has sat in during every Board meeting where they have discussed the Common Core. This is the one item that comes up every time.
 - A woman came to a Board meeting recently with the books tabbed showing how little the right to vote is mentioned in social studies. This presentation got him to thinking.
 - In your notes, you have handouts on the Common Core. He will tell you, its frequently asked questions that will never go away and the actual answers to them. He would like to take time and open up the conversation.
 - There are individuals going around lining up people to speak at every local board meeting in opposition to the Common Core.
 - He can tell you that when he looks at a school like his that has a transient population, without the Common Core these kids would be all over the place. The Common Core does keep the kids tracked in a sense, and gives us the opportunity to know where they should be at a certain point.
- **Freddie Cooper** – Was going to do a presentation on the Common Core today, but after talking to Ike she felt it wasn't necessary. So she wrote to Brenda and Brenda gave us these items to stimulate the conversation.
 - She sees positives. There is one negative which is the time it's going to take to accomplish the goals. It is going to take us 13 years to get this fully implemented. So by the time you get to the 12th grade those students should be able to compete with international students.
 - She likes that the teachers will know at each grade level what is expected of their students.
 - While doing research she learned about the individual Utah Common Core. That Utah will reject some of the Common Core and will adjust the grade levels and may even add some new core requirements. But the main emphasis on this is to have students know how to do certain things when they go to college so they don't have to take remedial classes.
 - The benefit is that this is nationwide.
- **Jean Tokuda Irwin** – One of the strengths of the Common Core is the assessment. It means that the educators cannot rely on one type of assessment. It will alter how the educators know what the students know and can apply.
- **Ike Spencer** – Do you know how few times this has come up at the State Board meeting? This conversation is not the conversation that is going on in the Board meetings.
- **Jean Tokuda Irwin** – To her, the strength is that when these kids graduate they will not only know but know how to apply the information.
- **Ike Spencer** – That is one of our main challenges with the naysayers. The propaganda is political. It seems that it's a major part of the argument.
- **Debbie Corsino-Moore** – More and more students having to take remedial classes are going to be in jeopardy because funding will have limitations. They will not get funding to take the course more than once. All of this is a domino effect. Soon students will be facing paying for courses that Higher Ed. will no longer allow them to apply financial aid to.
- **Freddie Cooper** – Even students graduating with high GPAs have not learned how to problem solve. They can memorize it but they can't use thinking and reasoning skills.
- **Charlene Lui** – We've talked about how the Common Core benefits our kids of color. The increased rigor for all students, not just some, is a great key. The WIDA standards are the vehicle to get the Common Core to all students.
- **Ike Spencer** – One thing, especially for people who fund scholarships, is that there is only a limited amount of money. When the applications come in at a level where they need remedial courses they aren't even considered because the funding would be wasted in those classes.
- **Analís Carattini-Ruiz** – A couple of resources have come out as far as the English Language Learners. The WIDA is aligned to the Common Core and the Gates Foundation, along with Stanford University, has put out papers with specific recommendations for our teachers. We need to really increase our efforts of the quality of instruction in our schools, even working with our teachers and providing professional development.

- **Charlene Lui** – The information put out is great but it has to be used quietly because there is a backlash politically. Kim is a great person who has been very involved in this discussion. It is interesting to see what is going on.
- **Freddie Cooper** – Some people think it is going to lower (lower) the standards, but with the rigor built in, it is clear what students need to learn and be able to do.
- **Jean Tokuda Irwin** – That's what she thinks is so critical.
- **Freddie Cooper** – Don't just say to teachers this is what we are going to do; they need to be trained.
- **Charlene Lui** – That is the negative because there are no professional development days, how do you promote something you can't fund?
- **Ike Spencer** – We are letting the teachers figure it out for themselves. That's the kind of professional development that is needed. We need to put this on the teachers.
- **Debbie Corsino-Moore** – Would like to make a suggestion, there are several local scholarship foundations that are putting restrictions on how they are going to give the money. Some are saying the students have to get to Math and English 1010. It is going to be important to bring in those foundation people so that there is a return product. That would add power to why a Core Curriculum needs to be enforced.
- **Charlene Lui** – What is that we need to be doing to prepare?
- **Ike Spencer** – Show your support and what terms we need to address from CMAC's standpoint.
- **Charlene Lui** – The next Board meeting is when?
 - Perhaps Freddie could come up with a statement that we can give our feedback on electronically.
- **Richard Gomez** – One quick announcement is that we have a new Asian American representative. Ze Min Xiao will attend in May and at that time we will say goodbye to Jeanette.
- **Ike Spencer** – Motion to adjourn?
- **Charlene Lui** – motion to adjourn meeting.
- **Debbie Corsino-Moore** - 2nd

*Ask Lillian how to order the book – Martell will pay for it for a copy for all of CMAC.

**Add the phonetic pronunciation to Ze Min Xiao's nameplate.

Adjourned at 2:00 p.m.